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ABSTRACT

Five national issues considered to be the most important to Asian and Pacific Americans' (APA) education priorities are discussed in this report. These include the need to: (1) increase Federal assistance and improve access for APAs; (2) gather more data and research on APA education needs; (3) promote more Asian and Pacific American participation in decision making; (4) increase availability and implementation of multicultural education; and (5) improve services of bilingual/bicultural and multicultural education to APAs. A variety of solutions are recommended. Specific tasks to be assumed by participating organizations and projected dates for completion are detailed. Also included in this report is a list of conference coordinators and participants. (Author/EB)

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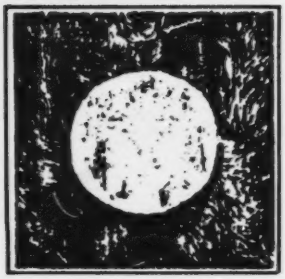
Education Concerns of Asian and Pacific Americans

1978 Conference Report



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Office of Education
Ernest L. Boyer, *Commissioner*

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FOREWORD

The Asian and Pacific American Concerns Staff (APACS) was established as part of the Office of Education in November 1977, after the need for Asian and Pacific American representation within the U.S. Department of Health, Education, and Welfare (HEW) was brought to the attention of Commissioner of Education Ernest L. Boyer.

In addition to serving as chief advisor to the Commissioner and Deputy Commissioners on special education and employment issues of Asian and Pacific Americans, the APACS must:

1. Review policy, programs, and procedures to assess their impact on Asian and Pacific Americans (APA's) both within and outside of the Office of Education (OE);
2. Maintain liaison with Asian and Pacific American groups and individuals at the national, regional, and local levels through meetings, conferences, and other means of communication;
3. Maintain and disseminate information on Office of Education and related Federal programs of special interest to Asian and Pacific Americans;
4. Communicate the concerns of Asian and Pacific American communities to the Commissioner to improve the quality and efficiency of OE's programs and services for APA's.

As an initial effort to carry out the defined functions of the newly formed office, the APACS planned and sponsored a national Asian and Pacific American Education Conference, which met April 3-5, 1978, in Washington, D.C.

Planning

The purposes of the conference were to establish lines of communication between the Office of Education and Asian and Pacific Americans (APA's) representing various regional, professional, and community interests; to assess and give priority to issues of national concern to Asian and Pacific Americans; and, finally, to develop and coordinate plans with specific steps to effect mutually agreed upon education objectives. (See appendixes A and D.)

To obtain a national focus on Asian and Pacific American (APA) education issues, the office sought candidates knowledgeable about elementary and secondary education and

familiar with educational trends in their communities from each of the nine Pacific Asian Coalition regions,[1] and from the two U.S. territories, Guam and American Samoa. Final selections of one representative from each region were made according to these criteria by a panel of APA employees from the Office of Education and the National Institute of Education.

In addition to 11 regional representatives, 9 other APA's, selected for their expertise in education issues at the Federal level, participated in the conference.[2] The conferees represented a balance of Asian and Pacific American ethnic groups, professional specializations, and several national APA organizations, including the National Education Association--Asian American Caucus, the National Association for Asian American and Pacific Education, the Pacific Asian Coalition, and the Asian and Pacific Federal Employee Council.

Planning for the conference emphasized the need to use past conference findings to establish national priorities for specific problems and to examine methods and strategies for resolving those problems.

The reasons for the problem solving approach were twofold. First, in preparation for the conference, the APACS surveyed current literature that addressed APA education concerns. Within that body of material there was considerable repetition: each report included the same issues and recommendations.

Second, an earlier conference[3]--cosponsored by the Division of Asian American Affairs and the National Institute of Education (NIE) and in which APACS participated--took a broad approach to APA education issues, with the expectation that the APACS conference would examine some of those issues in greater detail. Conference participants also hoped that following APA conferences would seek methods to resolve those issues, rather than merely reexamining commonly cited problems.

Thus, it was decided that a constructive approach would be to give existing information some focus and direction, and then to seek ways in which government representatives, education professionals, and community leaders could cooperate to have impact on meeting APA's needs.

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[1] Regions were defined based on APA population distribution. See appendix B.

[2] For list of regional representatives and other conference participants see appendix C.

[3] Conference on Pacific and Asian American Families and HEW Related Issues, March 9-12, 1978, in Airlie, Va.

With the task of the APACS' conference defined, conferees were sent a list of issues which had been repeatedly identified and cited as major education concerns of APA's in the current literature.[4] Using this list as a suggested method of gathering responses from their respective regions, the conferees were requested to determine the items having highest priority within their regions and to prepare a report on the local priorities in education for APA's.

The survey was informal. Therefore, the methods for determining regional education needs of APA's were neither standardized nor conducted according to scientific sampling procedures. Consequently, the results cannot be construed as a definitive representation of each region's needs. Despite the difficulties in methodology, the survey procedure did obtain information from respondents in each region.

In addition to the surveys, regional representatives were requested to prepare a report analyzing their findings. In these reports, conferees included comments from survey respondents and additional comments from interviews conducted to get more detailed views. It was anticipated that the surveys and interviews would help establish or strengthen lines of communication between each regional representative and respective APA populations.

Acknowledgments

This report was written by Barbara Takei under the direction of Stephen Thom, Director of the Asian and Pacific American Concerns Staff, Office of Education, U.S. Department of Health, Education, and Welfare (HEW).

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Stephen Thom
Director, Asian and
Pacific American Concerns Staff

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[4] ***Asian Americans and Pacific Peoples: A Case of Mistaken Identity***, California Advisory Committee to the U.S. Commissioner on Civil Rights, 1975; An Interim Report by the National Education Association–Asian American Task Force, 1973; The National Institute of Education Conference on the Educational and Occupational Needs of Asian and Pacific Island American Women, 1974; National Institute of Education Conference on Hawaii, 1974; ***Civil Rights Digest***, vol. 9 no. 1, Fall 1976: ***Equal Educational Opportunity for Asians and Pacific Islanders in the United States***, Report of the 14th National NEA Conference on Civil and Human Rights in Education, 1976.

I am an invisible man. . . . I am invisible, understand, simply because people refuse to see me. . . . When they approach me they see only my surroundings, themselves, or figments of their imagination--indeed, everything and anything except me.

--Ralph Ellison
"The Invisible Man" (1947)

PREFACE

Often referred to as the invisible minority, Asian and Pacific Americans find they are frequently bypassed and ignored by Federal programs, their needs glossed over by incorrect assumptions and beliefs. Characterized as the "model minority," and by gross oversimplifications--"Asians take care of their own"--Asian and Pacific Americans have become victims of stereotypes which do not acknowledge their needs. These stereotypes only serve to obscure the diversity and widely varying needs of Asian and Pacific Americans who have cultural and historical roots in Japan, Korea, Taiwan, Hong Kong, Singapore, China, Vietnam, Thailand, Samoa, Guam, the Philippines, Laos, Burma, Malaysia, Borneo, Cambodia, and Indonesia.

Invisible to those who make policy and plan programs for present and future generations, Asian and Pacific Americans are equally invisible in America's past. Schoolchildren learn about the immigration of Europeans--the refugees who huddled at the Golden Door of Ellis Island--but hear little of the Asian immigrants who entered by way of Angel Island. Nazi Germany is condemned for its concentration camps, yet America's concentration camps are rarely mentioned. Finding how the West was won, the religious fanatics, gold-hungry scoundrels, and resource-grabbing robber barons became America's folk heroes, whereas the ordeals of the Chinese laborers who built the transcontinental railroad go untold. Children are told how the missionaries "civilized" the heathens in the Pacific, but not of the role missionaries played in bringing diseases to and destroying the island cultures that existed.

Because of such invisibility, education planners have been slow in responding to Asian and Pacific American's needs, or rather have responded in terms of their own preconceptions of those needs. Due to mistaken perceptions, the problems of Asian and Pacific Americans go unmet. This report attempts to identify and communicate what some of those problems are, and to find ways to resolve them.

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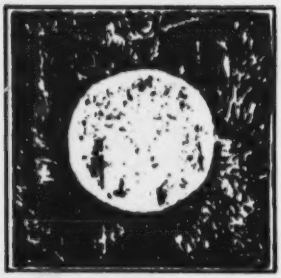

ISSUES

At the outset of the 3-day conference, participants expressed the need to develop plans and work together toward the common goal of meeting the education needs of APA's.

During the first morning session of the conference, each participant made a brief presentation of local educational issues within his or her region. After the presentations and distribution of the prepared reports and surveys, each participant selected his or her region's priority issues and listed its *five* most important issues. The lists showed substantial agreement among the items receiving priority in each region, and the national APA education priorities were established according to this consensus. The five national issues are to:

1. Increase Federal assistance and improve access for APA's;
2. Gather more data and research on APA education needs;
3. Promote more Asian and Pacific American participation in decisionmaking;
4. Increase availability and implementation of multicultural education;
5. Improve services of bilingual-bicultural education to APA's.

The remainder of the conference was spent clarifying the issues and determining methods and strategies to address them.

In this report, the discussions are summarized issue by issue and recommended solutions are proposed. Included in appendix D are milestones detailing specific tasks to be assumed by participating organizations and projected dates for completion.

Federal Assistance

"If it's available, how come we don't know about it?" was a common response to the survey question about Federal assistance. Other survey respondents suggested that many original and worthy projects are stifled because individuals and groups are unfamiliar with proposal writing and, consequently, "need a lot of assistance and don't get it, or are unaware of where help can be found." Another widespread belief expressed was that APA needs are overlooked and subjected to an inequitable distribution of grant money and programs, and that "Federal as well as local policies toward APA's have been lukewarm."

Clearly, up-to-date information on the type, purpose, eligibility requirements and closing dates of the myriad grants offered by the 124 Office of Education programs are not reaching the APA's communities. Conferees noted that the Office of Education does publish an annual reference listing Office of Education-administered programs,[5] but that each program listed is administered through a different office. This decentralization tends to be a problem for potential grantees who do not possess a sophisticated understanding of the organizational complexities of the Federal bureaucracy.

Once this initial obstacle is overcome and the applicant receives a grant application, another obstacle persents itself--the long and complicated application form. For those lacking "grantsmanship" finesse, the application can be frustrating and intimidating. Inexperienced applicants may design a program to meet a need that does not conform to funding guidelines. Unsure of how to present their proposals--what to say and how to say it--applicants may become discouraged and give up, or end up writing a poorly presented proposal that will be rejected.

Compounding these difficulties is the perception that the APA proposals that do make it to the evaluation stage often get blocked due to the underrepresentation of APA's who read and evaluate these proposals. Participants believed that a more equitable distribution of grant program funds might be achieved if APA's and other bypassed groups were among the readers on *all* proposal review panels.

Recommended Solutions.--Conferees proposed the

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[5] *American Education*, published 10 times a year. Annual subscription, $11. Available from the Superintendent of Documents, Government Printing Office, Washington, D.C. 20402.

establishment of a permanent[6] grant-proposal clearinghouse, or an equivalent component. The function of this unit would be to centralize Office of Education (OE) grant-program information and make this information available to interested parties. In addition, this proposed unit would provide technical assistance to those who wish to benefit from OE programs; e.g., explaining aspects of the grant application procedure, matching needs with programs, or making sample grant proposals available to guide the novice applicant.

A grant-proposal clearinghouse would serve as a national center and have the most up-to-date information available to the coalition regional offices for distribution. In addition, the clearinghouse would have information on local technical assistance resources for referral to potential grantees.

Conferees expressed hope that a clearinghouse--or an equivalent component--would increase the number of proposals submitted, and increase the number of APA applicants who are awarded grant money. The conferees also proposed that, as a general policy, all program reading panels include APA and other bypassed groups to ensure equitable representation in the decisionmaking process, and perhaps a more equitable distribution of grant program funds.

Participation in Decisionmaking

Despite affirmative action plans and the availability of talented, qualified APA's, placement in the decisionmaking, policymaking positions in education has been slower than anticipated.

The use of APA's at all position levels--not just in the lower and middle grades--is an important goal in itself. Moreover, affirmative action compliance is necessary, because it helps to increase the general awareness of the "forgotten minority," the group which usually is not included in program designs, in conferences, or in advisory bodies. Respondents to the surveys expressed belief that the reason APA's have limited input is that they have a low profile; i.e., there are so few APA's within the institutional structure that it has always been easy to overlook or ignore them.

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[6]The APACS is presently serving an interim clearinghouse function, but severe limitations are imposed by inadequate staffing and limited budget.

A recent example of this type of unintentional omission was given by a member of the OE Committee Management Staff who told conferees that APA representation on Office of Education National Advisory Councils has been minimal because "we never solicited Asians or Pacific Americans in any formal manner before." Although a liaison with the APACS remedied that situation, most likely there are other similar institutional situations which have not been addressed.

Maybe, as one respondent stated, "Only when there is affirmative action for APA's in administrative positions and APA input for decisionmaking, will there be any meaningful programs for APA's."

Recommended Solutions.--Conference participants recommended that the APACS work with the Office of Education's Equal Employment Opportunity Office to review the status of APA employment within the Office of Education. To assist OE's efforts to identify potential APA candidates for employment, the participants suggested that a talent bank be established within an appropriate APA or Government organization.

Conferees recommended a survey of OE programs so that those programs related to APA needs will be identified. Following identification of related program services, conferees recommended that persons who are knowledgeable and responsive to APA needs and issues be employed in those programs.

Stressing the importance of APA participation on OE National Advisory Councils, conferees recommended that APA's be represented on 75 percent, or more, of these councils by fiscal year 1979.

Bilingual/Bicultural Education

Of all the issues discussed at the conference, perhaps none was more controversial and more subjected to confusion and misunderstanding than bilingual/bicultural education.

At the community level, there appears to be a lack of familiarity with the term "bilingual/bicultural education." At the administrative and policymaking levels of State and Federal Government, considerable differences of opinion exist over what the purpose of bilingual/bicultural education should be. For these reasons, a brief discussion to clarify the dialogue about bilingual education follows.

The Supreme Court held in *Lau* v. *Nichols*,[7] that the lack of English-language instruction for limited English-speaking children was a violation of title VI of the Civil Rights Act of 1964. The Court ordered no specific remedies for rectifying such instructional deficiencies since the parties in *Lau* did not present the question of remedies to the Court for a decision.

To assist local education agencies in the provision of equal education opportunities for students with limited language skills, the Federal Government provides funds for bilingual education programs at elementary and secondary school levels.[8]

Bilingual education refers to the use of two languages for instruction; i.e., one language in addition to English. According to present regulations covering bilingual programs,[9] bilingual education includes an appreciation for the native cultural heritage of children with limited English-speaking ability. Thus, bilingual education is actually bilingual and bicultural.

The controversy over bilingual/bicultural education arises over how the bilingual programs are implemented. There are two major approaches to implementing bilingual/bicultural education: the transitional approach and the maintenance approach.

The transitional approach is akin to a remedial program, in that the main goal of a transitional program is attaining proficiency in English. However, until such proficiency is achieved, the child is accommodated in his or her native language, so as to avoid inequalities of curriculum based upon language. Implicit in the transitional approach is the assumption that English is the superior language and that the non-English-speaking child's native language is a handicap.

On the other hand, the maintenance approach is based on the premise that language is integrally related to the child's individual, family, and ethnic self-concept. A child whose mother tongue is used in the classroom is assumed to be personally validated; whereas, the child whose language is not

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[7] 414 U.S. 563 (1974).

[8] Elementary and Secondary Education Act (ESEA), title VII.

[9] According to title VII, section 703a, paragraph 4-A of the ESEA, a bilingual program incorporates the following elements: instruction in and study of English, instruction in the native language to the extent necessary to allow effective progress through the education system, an appreciation for native cultural heritage, and voluntary participation of children whose language is English in order that they may acquire an understanding of their limited English-speaking peers.

used or discouraged is assumed to feel inferior and ashamed of linguistic and cultural differences.

Bilingual programs that are consistent with the objectives of the maintenance approach also seek to develop proficiency in English, but, in addition, stress the need to continue or "maintain" a program of bilingual instruction after English is learned. The maintenance approach includes voluntary bilingual instruction for those whose mother tongue is English, on the assumption that fluency in English and the subject-language are desirable for the linguistic-majority as well as for the linguistic-minority children.

Although conferees favored the objectives and philosophical premises of the maintenance approach, they recognized the need for APA communities to determine for themselves the goals and objectives of bilingual education, and for those communities to evaluate the Federal policy which favors the transitional approach based on such a determination.

A major problem regarding bilingual education and APA communities appears to be a lack of understanding of bilingual/bicultural education. Over and over again in the regional surveys, respondents said that it is not fully understood and suggested that parent-education programs on the subject are needed.

In addition to the problem of public information, conferees cited the lack of materials for bilingual/bicultural programs for APA languages. Although there are bilingual materials available, they have not been developed in a well-coordinated manner. The result is the lack of comprehensive sets of sequentially arranged materials covering the subject materials in APA languages. Lack of such materials may not be a problem for resource-rich school districts which can develop their own materials, but a comprehensive set of bilingual materials is needed for other less well-endowed school districts.

Teaching personnel, fluent in English as well as in APA languages, is needed. Retraining for bilingual education programs is available, but many English-dominant APA's are not in retraining programs. Conferees say this is because of the lack of information and policies which fail to recruit them for retraining.

One of the ways to meet the need for bilingual teachers fluent in APA languages is by employing foreign-born, bilingual Vietnamese, Chinese, Koreans, and other APA's as teacher aides to monolingual teachers. According to conferees,

many of these APA paraprofessionals were teachers before emigration to the United States. But because they lacked the course work or citizenship status to qualify for State teacher certification, they are hired as a regular bilingual professional at paraprofessional wages. The conferees suggested that provisions be made for training programs aimed at achieving certification and/or greater flexibility in certification requirements for teachers in APA bilingual programs.

Recommended Solutions.--Revisions and amendments to the existing legislation covering bilingual rules and regulations are currently pending in the U.S. Congress. It is the recommendation of the conferees that these pending revisions and amendments be reviewed and commented on in view of these problems:

1. The need for comprehensive, sequential APA curriculum and materials in all subjects;
2. The need for coordination between APA curriculum-development centers to ease prompt development of comprehensive sets of APA bilingual/bicultural materials;
3. The need to extend bilingual/bicultural teacher-training programs for APA languages, with special emphasis on APA teaching personnel;
4. The need for greater flexibility in teacher-certification requirements for teaching personnel in APA bilingual programs.

Research and Data

"The failure by private and governmental agencies to collect complete data and the inadequacy of available data prevent Asian Americans and Pacific Peoples from full participation in all aspects of community programming and development. In effect, no data means invisibility."[10]

Survey respondents and conference participants cited the need for data on APA's, primarily because without such data the dimensions of existing need are not revealed adequately, nor can such needs be properly addressed for lack of statistical "proof" that they do exist. As one respondent wrote, "There is so little data on APA's in education at the present time, data that would be useful in furthering attempts to gain other goals."

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[10] *Asian Americans and Pacific Peoples: A Case of Mistaken Identity*, California Advisory Committee to the U.S. Commission on Civil Rights, 1975, p. 18.

Within education, the National Center for Education Statistics (NCES) is responsible for coordinating education-related data-gathering activities in the United States. Although NCES routinely includes race/ethnic categories for blacks and the Spanish-surnamed in data-collection activities, it does not routinely include APA's as a race/ethnic category in these surveys.

The lack of basic statistical data on APA's is only one aspect of APA "invisibility" within educational institutions; another major aspect is research. Conferees noted the insignificant amount of research that has been done on the relationship between APA's and education.

Among the conferees' concerns is the current status of research on APA's, largely unknown because the existing body of research has not been subjected to a thorough analysis. As one conferee put it, "There are bits and pieces of information, but nothing comprehensive." Conferees suggested that much of the existing research has been oriented toward single disciplines with the result that the approach is too narrow, leading to somewhat skewed or misleading findings; and that research should also be aimed at finding innovative ways to conduct research on APA's to achieve more indicative findings. Other potential research efforts suggested by conferees are: finding how effectively the educational system is responding to new APA immigrants; studying how stereotypes operate in limiting APA career choices; and studying how APA's respond to various instructional strategies.

In discussing the serious lack of information on APA's, conferees expressed dissatisfaction with the National Institute of Education (NIE) and the National Center for Education Statistics (NCES) for the perceived lack of accountability toward APA communities exhibited by these Federal agencies. Despite several conferences and discussions with NIE--HEW's education research unit--little has been done to satisfy the research needs of APA's. Conferees were also critical of NCES and NIE because of limited affirmative action employment and promotion opportunities for APA's.

Recommended Solutions.--Conferees recommended increasing the level of research on APA's. One study must address itself to an analysis of existing research for a more complete picture of what has been done and what needs to be done.

At least one study should be done on research methods that might yield more comprehensive or more accurate results when used to measure or test APA's.

At least one study should address itself to discovering what kinds of classroom instruction methods work best for each APA ethnic and linguistic group. A study of the interaction between the instructional community and APA students would be useful for increasing teacher effectiveness by revealing some information on those communication problems that may exist between APA students and the instructional community.

And finally, a study should address itself to the racial, cultural, and linguistic characteristics that help or hinder APA's in coping with their minority status within the United States.

To conduct such research, the conference participants proposed that 10 new education research projects on APA's be funded; 5 of these would be funded at $100,000 or more.

Conferees recommended that existing data-collection activities and research being conducted by Federal agencies include APA components, and that all pertinent Office of Education research efforts include APA needs-assessment data. Conferees agreed to contact NIE and NCES about previously cited problems, as well as to urge these agencies to employ APA's--and others sensitive to APA needs--as professional staff to develop, monitor, and conduct research on APA education-related projects.

Multicultural Education

> This is reality: Ours is a multicultural society. Our population includes U.S. citizens of European, Asian, African, Central and South American, Caribbean and Native American descent. All of these groups have contributed to the total cultural fabric of our society. Our laws, music, art, language, and literature reflect the values of this diversity. Our public educative process is obligated to reflect this reality. All people have the right to access to materials that express the rich multilingual, multicultural nature of our society. Our heritage of freedom of speech and freedom of inquiry demands this. The goals of a democratic society require it.[11]

[11] This statement was developed at a conference entitled "The Future of Multicultural Instructional Materials," jointly sponsored by the National Education Association (NEA) and the Council on Interracial Books for Children.

Ideally, the objective of multicultural education is to create curriculums that integrate into one component of study the heritage and culture of *all* racial groups. Thus, all groups are studied in the same classroom, and cross-cultural contrasts and comparisons can be used to broaden the child's understanding of his own and other's perspectives and views of the world.

The majority of surveyed respondents supported the premises of multicultural education. "It will give Americans an understanding of our pluralistic culture. Future policymakers, having been exposed to minority cultures may be more sensitive to the needs of minorities." Another person said: "The understanding of different cultures makes any person more understanding and less bigoted."

Despite the expressed desire for multicultural education, multicultural education models apparently are still relatively experimental and, consequently, have an unclear status within the Office of Education. The status of materials development is unclear. Are multicultural education materials being produced at the national level? And, if not, are these materials being developed under bilingual/bicultural programs; or are ethnic heritage programs of any value in the production of multicultural materials?

Recommended Solutions.--The conferees recommended that multicultural education models be identified and made available to local education agencies for implementation within the general curriculum, and that OE take a leadership role in developing these models.

Conferees discussed these objectives with the U.S. Commissioner of Education at the conference and planned followup inquiries at a later date.

Materials developed by bilingual/bicultural programs under title VII of the ESEA and other Federal programs, and materials developed at the local levels will be reviewed by appropriate organizations to assess their usefulness as multicultural education models.

After evaluations and inquiries are made, the conferees suggested that Federal assistance for teacher training in multicultural education be encouraged and extended through new and existing programs.

CONCLUSIONS

Change, particularly at the national level, can be a slow and arduous process. It requires the concerted efforts of many organizations and individuals, both within and outside of the executive and legislative branches of government. Cooperation between Federal employees, educators, community organizations, and congressional representatives is necessary, not only to communicate pertinent information, but also, and more important, to develop a unified approach toward resolving APA problems.

Since the intent of the conference was to determine ways the previously discussed problems could be resolved, conferees sought appropriate methods and strategies to carry out the recommendations.[12]

Among the initial steps taken was a meeting with U.S. Commissioner of Education Ernest L. Boyer. During this meeting, conferees had the opportunity to discuss bilingual/bicultural education, multicultural education, and the need for a clearinghouse or other methods to extend more Federal assistance to APA communities. Although no specific commitments were offered, the meeting did serve to start a discussion concerning APA needs, and conferees made plans to follow up and continue the dialogue begun with Commissioner Boyer.

A commitment that 75 percent of OE's National Advisory Councils would have APA's serving as members by fiscal year 1979 was received from the Director of OE's Committee

[12]For a summary listing of each issue, the recommended action, organizations taking responsibility for such actions, and estimated time frame for completion see appendix D.

Management Staff, after conferees brought up the need for APA representation on these councils.

Because of the role the U.S. Congress plays in legislating educational change, Senators and Representatives from areas with large APA populations were invited to participate in the conference on its last day. Representatives from the offices of Senator Alan Cranston (D-Calif.), Senator Spark Matsunaga (D-Hawaii), and Congressman Daniel Akaka (D-Hawaii) spoke to conferees and offered the assistance of their offices in meeting APA needs. They also stressed to conferees the importance of maintaining communication with elected representatives, so that these legislators will be aware of and thus able to respond to APA constituent needs.

The tasks accomplished during the APACS' conference are only a beginning, for many more tasks must be completed before APA needs in education are fulfilled. The APACS hoped that the conference and this report will ease communication between APA organizations as well as offer guidelines for a coordinated effort aimed at improving education for APA's.

APPENDIXES

APPENDIX A
SUMMARY OF RECOMMENDATIONS

Federal Assistance:

- Establishment of a permanent grant-proposal clearinghouse, or an equivalent component;
- Provision of technical assistance;
- Achievement of equitable representation of APA's on proposal reading panels.

Participation in Decisionmaking:

- Affirmative action for APA's, particularly in policymaking positions;
- Establishment of talent banks to identify potential APA candidates for employment in the Office of Education;
- Identify program areas in the Office of Education related to APA needs and recommend persons sensitive to APA needs for employment;
- Representation of APA's on 75 percent of Office of Education National Advisory Councils.

Bilingual/Bicultural Education:

- Provision of comprehensive, sequential APA curriculum and materials in all subjects;

- Coordination between APA curriculum development centers to ease prompt development of comprehensive sets of APA bilingual/bicultural materials;
- Extension of bilingual/bicultural teacher-training programs for APA languages with special emphasis on APA teaching personnel;
- Greater flexibility in teacher-certification requirements for teaching personnel in APA bilingual programs;
- Review revisions and amendments to existing legislation currently pending in the Congress in view of previous recommendations.

Research and Data:

- Analyze existing research to gain a more complete picture of what has been done and what needs to be done;
- Study to assess research methods that might yield more comprehensive or more accurate results when used to measure or test APA's;
- Study of types of classroom-instruction methods that work best for each APA ethnic and linguistic group;
- Study of the racial, cultural, and linguistic characteristics that help or hinder APA's in coping with their minority status in the United States;
- Fund 10 new education research projects on APA's, 5 of which would be $100,000 or more;
- Include APA components in existing data collection activities and research conducted by Federal agencies, and include APA needs-assessment data in all pertinent OE research efforts.

Multicultural Education:

- Identify multicultural education models, and make available to local education agencies for implementation within the general curriculum;
- OE must take a leadership role in the development of multicultural education models and curriculums;
- Examine materials developed by bilingual/bicultural programs and other Federal programs to determine value for multicultural use;
- Extension of teacher training in multicultural education through new and existing programs.

APPENDIX B
THE NINE PACIFIC ASIAN COALITION REGIONS*

*NOTE.--Regional representatives totaled 11 (9 from the coalition regions as shown on map plus 1 from American Samoa and 1 from Guam).

APPENDIX C
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APPENDIX D
FIVE OBJECTIVE-PLAN SHEETS, FISCAL YEAR 1978

Agency: U.S. Office of Education

Initiation Date: April 3-5, 1978

Objective: To develop effective ways for APA's to receive accurate up-to-date information on grants and increase overall Federal assistance for APA's.

Coordinator: APACS/NEA-AA Caucus/NAAAPE

Milestones	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.
Letter requesting policy for inclusion of APA readers on all proposal review panels. NAAAPE (5-1).								△				
Request interim clearinghouse in APACS but stress long-range development of OE grants clearinghouse. NEA-AA (4-5).							▲					
Followup correspondence on issue of clearinghouse in the OE-NEA-AA (5-15). Other APA organizations should support effort with NEA-AA taking lead.								△				
Establish clearinghouse or equivalent component to meet objectives.											fiscal year 79	△
Monitor operation of clearinghouse for effectiveness service toward meeting APA needs. APACS/DAAA.											fiscal year 81	△

▲ completed
—△ projected date of completion
—— ongoing beyond fiscal year

(Sheet No. 1)

APPENDIX D (Cont.)
FIVE OBJECTIVE-PLAN SHEETS, FISCAL YEAR 1978

Agency: U.S. Office of Education
Initiation Date: April 5, 1978
Objective: To increase APA's input on educational change through staff and 75 percent representation on advisory councils, fiscal year 1978.
Coordinator: The APACS

Milestones	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.
Employment:												
Develop an affirmative action plan for APA in the Office of Education. APACS (5-31);							——	△				
Establish an APA employee resource bank for potential positions in OE. APACS/NEA (ongoing);				——	——	——	——	——	——	——	——	——
Refer potential employees to APACS/NEA. NEA-API, NAAAPE, PAC, JACL, OCA, educational organizations (ongoing).							——	——	——	——	——	——
Advisory councils:												
Send memorandum to the Commissioner concerning the need for increased APA representation on OE national advisory bodies (5-1).								△				
Information:												
Each regional representative sends a list of local, educational community organizations to the APACS for the dissemination network (5-1).								△				

▲ completed
—△ projected date of completion
— — ongoing beyond fiscal year

(Sheet No. 2)

APPENDIX D (Cont.)
FIVE OBJECTIVE-PLAN SHEETS, FISCAL YEAR 1978

Agency: U.S. Office of Education

Initiation Date: April 5, 1978

Objective: To fund at least 10 new educational research projects on APA's in fiscal year 1978-79 (5 must be for at least $100,000), and general research projects must include assessment of APA's.

Coordinator: Division of Asian American Affairs, HEW/APACS

Milestones	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.
Regional representatives send joint letter to Secretary of HEW, requesting status of APA research projects, and requesting additional projects for APA's. Specific areas of research needed (4-5):							▲					
(a) at least one holeigistic study on APA research; (b) at least one study of research methods appropriate for APA's; (c) at least one study on the life and learning skills of APA's; (d) at least one study on the appropriate instructional strategies for APA's.		▲ completed △ projected date of completion —— ongoing beyond fiscal year										
The APACS will meet with NIE, NCES, and other education-research components to review inclusion in all research efforts. APACS (8-1).							———	———	———	△		
APACS/DAAA inform NIE and NCES of APA neglect and stress need for employment of APA professional staff to develop, monitor, and conduct research (9-1).							———	———	———	———	———	△
APACS/DAAA provide status report for regional representatives on development of research objectives (10-15).							———	———	———	———	———	△

(Sheet No. 3)

APPENDIX D (Cont.)
FIVE OBJECTIVE-PLAN SHEETS, FISCAL YEAR 1978

Agency: U.S. Office of Education

Initiation Date: April 3-5, 1978

Objective: To revise rules and regulations for bilingual/bicultural education which include concerns of APA's, fiscal year 1978.

Coordinator: The APACS

Milestones	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.
Input on bilingual/bicultural education legislation, independent action of APA organizations (i.e., NEA-API Caucus, NAAAPE, OCA, PAC, etc.).				———	———	———	———	△				
Review, comment, and revise bilingual education rules and regulations to enable:												
(a) Development of comprehensive sequential APA curriculums and materials;												
(b) APA material development centers and LEA's to coordinate development of practical curricular materials;												
(c) Develop and intergrate cultural and heritage curriculum for APA's as well as other groups;												
(d) Extension of bilingual/bicultural education fellowships traineeships to English-dominant APA personnel;												
(e) Education personnel to receive inservice training on APA culture and heritage if working with APA students;												
(f) Extension of teacher certification of bilingual education personnel to immigrants who intend to become American citizens.												
Internal/bilingual education (5-78)							———	△				
APACS (8-78)							———	———	———	———	———	△
DAAA (9-78)							———	———	———	———	———	△
External/NEA-API Caucus, NAAAPE, OCA, PAC, etc.							———	———	———	———	———	△

▲ completed
—△ projected date of completion
——— ongoing beyond fiscal year

(Sheet No. 4)

APPENDIX D (Cont.)
FIVE OBJECTIVE-PLAN SHEETS, FISCAL YEAR 1978

Agency: U.S. Office of Education
Initiation Date: April 5, 1978
Objective: To increase access to and implementation of multicultural educational models at the local education agency level.
Coordinator: NEA-AA Caucus/APACS

Milestones	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.
Letter of inquiry about the availability of multicultural education programs and models at the national level. NEA-AA Caucus (6-1).								△				
The APACS should review and assess availability of multicultural education material developed under title VII bilingual/bicultural, as well as local organizations (7-31).										△		
Encourage development of a positive OE policy for multicultural education. Conferees/Commissioner's Meeting (4-5).							▲					
Encourage Federal assistance for teacher training in multicultural education through existing and new programs. NEA-AA/APACS (fiscal year 1980).												fiscal year 80 △
Disseminate information on multicultural materials available at local education agency levels. NEA-AA/APACS (fiscal year 1980).												fiscal year 80 △

▲ completed
—△ projected date of completion
—— ongoing beyond fiscal year

(Sheet No. 5)

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